

GCSE 2004

June Series



Mark Scheme

Geography C (Short Course) *(3038/F)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GCSE Geography (Short Course)

Foundation Tier

Quality of Written Communication

General Advice

Marks for each sub-section should be added in the right-hand margin next to the maximum mark available which is shown in brackets. All marks should then be totalled in the ‘egg’ at the end of each question in the right-hand margin. The totals should then be transferred to the boxes on the front cover of the question paper. These should be totalled. The grand total should be added to the top right-hand corner of the front cover. No half marks should be used.

It is important to recognise that many of the answers shown within this marking scheme are only exemplars. Where possible, the range of accepted responses is indicated, but because many questions are open-ended in their nature, alternative answers may be equally credit-worthy. The degree of acceptability is clarified through the Standardisation Meeting and subsequently by telephone with the Principal Examiner as necessary.

Diagrams may be a legitimate response to some questions and should be credited as appropriate. However, contents which duplicate written material or vice versa should not be credited.

Annotation of Scripts

- One tick equals one mark, except where answers are levels marked (where no ticks should be used). Each tick should be positioned in the part of the answer which is thought to be credit-worthy.
- Where an answer is levels marked the examiner should provide evidence of the level achieved by means of annotating ‘L1’, ‘L2’, or ‘L3’ in the left hand margin.
- The consequent mark within this level should appear in the right-hand margin.
- Ticks must **not** be used where an answer is levels marked.
- Examiners should add their own brief justification for the mark awarded, e.g. *Just L3, detail and balance here.*
- Where an answer fails to achieve Level 1, zero marks should be given.

Quality of Written Communication (QWC) is part of the award of marks in levels marked answers only. In levels marked answers the quality of the geography is assessed and a level and mark awarded according to the geography. As is sometimes the case, the geography may be sound at a particular level but the examiner may not be sure as to whether there is quite enough to raise the mark within that level. In this case the examiner should consider the QWC of the answer. QWC that fulfils the criteria for the level should lead to the rise in the mark but where the QWC does not fulfil the criteria, the answer should remain at the mark first thought appropriate. In cases where QWC has been used in the award of marks, the examiner should indicate this with QWC and arrows that indicate either an upward or downward trend according to its impact on the final award of the mark.

Question 1

- 1 (a) 4 x 1 – Any four points. Play area
 Less houses Road management
 Bigger houses Pedestrianisation/road remodelled/zebra crossing/safe crossing area.
 New flats New windows
 More trees Cables underground
 Tidier gardens Less cars(vehicles/transport)
 Modernised houses Back alley
 No mark for simply re-stating changes. **4 marks**
- (ii) **Level 1 (1-2 marks)**
 Basic description of changes with only limited development to express advantages.
 “The houses are bigger and people have more space”.
 “The roads may be safer”.
- Level 2 (3-4 marks)**
 Clearer appreciation of the advantages with developed ideas in relation to living conditions.
 “Road Management will make the area quieter and safer and there will be less pollution so it will be more peaceful and healthier for people. **4 marks**
- (b) **2** for Advantages/+ **2** for Disadvantages.
 Accept any reasonable point.
 Possible ideas.
- (i) **Advantages (Max 2)**
- More trade in area
 - Less traffic
 - Safer
 - Quieter
 - Improved environment/less pollution
 - Easier for disabled people/pushchairs, etc. **2 marks**
- (ii) **Disadvantages (Max 2)**
- Difficult for delivery
 - Parking problems
 - More traffic elsewhere
 - Dead area at night
 - Expensive to do. **2 marks**
- (c) (i) 1 mark for each correct – **MAX 3**.
MAX 2 if one repeated twice.
CENTRAL BUSINESS DISTRICT
URBAN AREA
REGENERATION
GREEN BELT. **3 marks**

- (ii) **Level 1 (1-2 marks)**
Basic points which shows what rural-urban fringe means and offers simplistic ideas such as quieter/more space/near countryside less congested. Limited links to types of people.
“Living on the edge of a city is quieter and people can have bigger gardens and be near the countryside”.
- Level 2 (3-4 marks)**
Developed ideas which link rural-urban fringe area to other factors such as employment or appealing to particular groups of people
“Living on the edge of a city means that you can still get to work in the city but have the advantages of living in a more peaceful area near the countryside. This would be ideal for young families”.
- 4 marks**
- (d) (i) (2 x 1)
- Pakistan
Mozambique.
- 2 marks**
- (ii) 70% (% not required)
- 1 mark**
- (iii) **Level 1 (1-2 marks)**
Basic ideas which repeats the idea of differences from the data to explain how living conditions are worse in rural areas.. Limited development beyond resource.
“All the information makes it clear that things are worse in rural areas so people would move there”.
- Level 2 (3-4 marks)**
More developed ideas which use the data and develop the ideas **beyond the resource**.
“There is a big difference between services in urban and rural areas with fewer opportunities in rural areas. In Pakistan services in rural areas are two or three times poorer and this probably means general living standards are much worse in rural areas. Things like drought and poor farming encourage people to move”.
- 4 marks**
- (e) (i) **Level 1 (1-2 marks)**
Good use of resource to identify basic points including lack of shelter and general poverty. Limited development into general living standards.
“People have to live on the street in very basic conditions with no real services”.
- Level 2 (1-2 marks)**
Detailed use of resource to identify a range of key points which might include: lack of shelter, poor services, lack of food and warmth, general safety. Some appreciation of the impact that this might have on the quality of life. Goes beyond the resource.

- “People live in temporary shelters with no running water or sanitation and live a very poor life. Money is very short and this means that they often go hungry. This must affect the general level of health and many people catch different diseases” **4 marks**
- (ii) **Level 1 (1-3 marks)**
Tends to repeat the idea with limited development.
Advantages or disadvantages expressed.
“Putting basic services in would be a real advantage because it would give them water and electricity. It might cost money”.
- Level 2 (4 – 6 marks)**
Develops ideas from the resource and offers both advantages and disadvantages, although not always balanced.
“Putting services in will make cooking food easier and should cut the spread of disease. Demolishing the poorest areas will leave some people homeless and worse off”. They may have to live on the street and have a poorer quality of life” **6 marks**
- Maximum 4 if only advantages or disadvantages.

Total: 36 marks

Question 2

- (a) **Level 1 (1-2 marks)**
Basic identification of landscape factors such as sea, beach, woodland etc. General points about 'attractive scenery' (1 mark).
- Level 2 (3-4 marks)**
Identification of landscape factors and some development associated with why people might be attracted.
i.e. Beach holidays
Environmentalists/bird watchers
Safe/cleaner area for holidays
Water sports (boats) etc.
Ferry bringing people from other areas. **4 marks**
- (b) **One feature** means a single feature (headland/stack)
Credit diagram BUT not double marking
- Level 1 (1-2 marks)**
Basic description of the feature with limited reference to process.
"A headland can have caves and stacks because it sticks out into the sea".
- Level 2 (3-4 marks)**
Clear reference to processes which have helped to form the feature. (May not have names)
"Where a headland sticks out into the sea it is attacked by waves and material being thrown against it. This causes it to be eroded away and creates features like caves, arches and stacks". **4 marks**
- (c) **Level 1 (1-2 marks)**
Basic appreciation which picks up ideas about directly related opportunities in tourist facilities/shops and local transport etc. Mainly positive ideas.
"Tourism can be good for business and create jobs (1 mark) in hotels and holiday camps" (2 marks).
- Level 2 (3-4 marks)**
Clear understanding which identifies some notion of the multiplier by considering both direct and indirect opportunities. Some appreciation of seasonal or negative effect for 4 marks. **4 marks**

Total 12 marks

Question 3

- (a) (i) Points mark (max 2)
TREES CUT DOWN
SOIL EROSION
RIVERS FLOOD **2 marks**

- (ii) Points mark (max 2)
GLOBAL WARMING
OZONE DEPLETION
ACID RAIN **2 marks**

- (b) Consider 'affect people' in the broadest context.

Level 1 (1-2 marks)
 Basic ideas which mention simple ideas which might include sea level rises and offer limited development and only basic understanding of global warming. Tentative links to 'people' or general points about hindering day to day activities.

Level 2 (3-4 marks)
 Clearer links to impacts on people. Could be in terms of disasters (drought/flooding) or economic/social factors (loss of farmland/crops or destruction of housing etc.).
 "Rising sea levels could flood farmland and damage peoples' housing. This could cause famine and even death". **4 marks**

- (c) **Level 1 (1-2 marks)**
 Simple ideas which suggest that new technology might be cleaner and cause less pollution. Might bring in ideas about technology being used to filter gases/alternative energy etc. Mention of appropriate technology but lack of link to reducing pollution (Max 1).

Level 2 (3-4 marks)
 Clearer links between technology and using less energy or creating less air pollution through modern industrial processes.
 "Modern cars produce less air pollution and are much cleaner which might reduce acid rain". **4 marks**

Total 12 marks